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ABSTRACT

These three newsletter issues provide organizational news from the Council for Early Childhood Professional Recognition, the organization that administers the program that awards the Child Development Associate (CDA) credential to caregivers. Each issue provides a CDA profile of an exceptional educator or caregiver and a listing of CDA training sessions. The March 1995 issue profiles one of the first CDAs. This issue also describes the Quality 2000 initiative for quality improvement of early care and education and provides information on the CDA history book and the CDA training program. The July 1995 issue contains a retrospective of the Council for Early Childhood Professional Recognition, including a listing of significant achievements. This issue also contains a legislative update related to the CDA designation in Florida and Oklahoma and a report from the state of Florida on the impact of the CDA credential. The November 1995 issue begins with a letter thanking supporters of the Council. This issue also contains an article concerning CDA involvement by the first Council board president, guidelines and procedures for new CDA renewals and second setting CDA credentials, a profile of the Essex County, New Jersey, on-site training program, and a table of Reggio Emilia resources available from the Council. (SD)

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Child Development Associate
CDA
National Credentialing Program

COMPETENCE

News for the CDA Community

Volume 12 , Number 1 March 1995

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Patricia A. Brown
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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Competence is published three times a year by the Council for Early Childhood Professional Recognition, the organization that administers a nationally recognized credentialing program for caregivers and that awards the Child Development Associate (CDA) Credential.

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Dr. Carol Brunson Phillips is the Executive Director of the Council; Patricia A. Brown is the editor of *Competence*.

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20 Years Later, One of First CDAs, *Sally Aber*, Sees Professional, Personal Growth

First CDA Credentials Issued in 1975

Sally Aber

Twenty years ago, 12 individuals ushered in a new area of professionalism among caregivers of young children. In 1975 they became the first recipients of the newly developed Child Development Associate Credential.

This act culminated a four-year collaborative effort between early childhood experts and organizations concerned about the early development of children.

One of the new CDAs was Sally Aber, Education Coordinator for the Seton Hill Day Care Center in Greenfield, Pennsylvania. To her, entering the pilot CDA project was part of her responsibility at Seton since the director had asked her to participate.

She had no immediate plans after credentialing other than using her CDA experience and knowledge to enhance her work at the center.

But when Sally Aber walked across the stage to receive her CDA Credential in the special ceremony, unbeknownst to her, she symbolically walked into doors that opened because of her newfound status.

What Aber eventually learned was that the CDA Credential actually set the focus for her future professional development. Over the years, having the CDA Credential presented career opportunities that she otherwise would not have had. Like her current job.

Today, Aber is the Coordinator of the Community Development Institute (CDI), a non-profit organization in Albuquerque, New Mexico, that provides training and technical assistance to the early childhood professional community.

Included in this role is the supervision of CDA Advisors who work with Candidates in preparation for assessment.

Besides the tremendous professional growth, Aber has personally felt the impact of having the CDA Credential.

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First CDA

Continued from page 1

Coming from a non-education discipline (*she was a history major in college*), she says that credentialing validated what she believed and knew about children. It also validated her ability to work with children, and to work with others who work with children.

Recalling her experience in 1975, Aber said, "It was very exciting because I really relate to non-traditional ways of learning. CDA, she said, supported individual learning styles.

She added that one of the most exciting aspects about the CDA process was the opportunity to demonstrate what she did and to share her knowledge.

Aber was so excited about CDA and believed so in its concept, that after earning the Credential she became fully entrenched in CDA.

In 1975 she became a CDA Advisor, and in 1983 moved to Albuquerque to become the CDA Coordinator for Community Development Institute. Currently, Aber is a CDA Representative.

Sally Aber's career has spanned 30 years. She worked in one of the early Head Start programs, taught private nursery school (*not day care!*), worked in day care, and now works on the administrative side of early care and education. She says her career has been personally rewarding.

On June 30, 1995, Aber will be retiring from full-time professional activity, but certainly not from the early childhood community.

She will continue a relationship with them and will pursue other interests as well.

"Becoming a CDA is not some far-away dream that you cannot touch; rather, it is a process that is well within the grasp of reality."

CDA Book Chronicles Historical Events in the Development of CDA Program

The Child Development Associate National Program: The Early Years and Pioneers chronicles the CDA Program from inception to fruition.

Authors Roberta Wong Bouverat and Harlene Lichter Galen recount events leading to the development and implementation of a program that established standards for competence among early childhood professionals.

This publication highlights the roles of the visionaries and pioneers who visualized the impact of having competent caregivers providing quality care to young children.

The Early Years details the involvement of task forces and working groups of early childhood specialists and experts in developing the program's components.

It creates a step-by-step historical account of how an idea that grew from a concern about documenting the quality of early childhood teachers emerged into a program with a systematic approach to recognizing competence.

And how that program evolved into a nationwide, dual component credentialing program with a framework that: (1) defines, identifies, and assesses competence; and (2) provides a mechanism enabling caregivers to develop the skills leading to competence.

Through its focus, *The Early Years* shows how the CDA National Credentialing Program today serves as both the standard and the catalyst for providing quality care.

Hence, the more than 65,000 Child Development Associates working in a variety of child care centers and family child care homes, stand as infallible proof that the quality of care for our nation's children has improved substantially.

The Child Development Associate National Program: The Early Years and Pioneers is available from the Council for Early Childhood Professional Recognition.

Kentucky Completes Video About CDA Scholarship Program

The Kentucky Head Start Collaboration Project, in cooperation with the Kentucky Department for Social Services, Child Care Services Branch, has developed a videotape, *"CDA Scholarship Program: Steps to Your Future."* The video is used to inform child care providers about the CDA Credential and the CDA Scholarship Program.

Kurt D. Walker, Director, Head Start Collaboration Project and Joan B. Tackett, Kentucky CDA Grant Administrator through the Department of Social Services, collaborated to produce the 15-minute videotape, which is being used for orientation sessions, training workshops, etc., and is being provided for use by Kentucky's statewide Child Care Resource and Referral Agencies and Head Start programs.

Early childhood providers and children from several states are depicted in the videotape. The videotape was developed "generically" in order to allow other states who wish to order the tape, to have their own scholarship administrator's information inserted at the end. Tapes may be purchased for a nominal fee.

If you wish to inquire about editing your scholarship administrator's information and purchasing the videotape, please contact: *Carolyn Dorrell, Early Childhood Professional Development Network, 2712 Millwood Ave., Columbia, South Carolina 29205; 1-800-476-7345.*

CDA Profile: Laura Beth Colonna

For Some, CDA Comes in a Roundabout Way, but Proves Fulfilling

For Laura Beth Colonna, it was her own early childhood experiences that helped to prepare her to achieve a long held goal of working with children. Her grandparents, she says, had a tremendous impact in that they instilled values that she now tries to impart to the children in her classroom.

Such attributes as unconditional love, respect, honesty, and responsibility, have proven to be valuable additions to her classroom skills.

Colonna did not take a direct route into child care, but entered the profession in a roundabout way. After observing how her disabled cousins were treated while growing up, Colonna felt a tug toward working with people who had different abilities. A degree in Therapeutic Recreation, she says, was the goal that she thought would lead to her career choice.

Illness, however, forced her to consider making a career change along with a change of scenery. Upon moving from Richmond, Virginia to High Point, North Carolina, she moved into what she thought was a natural progression: from caring for adults with disabilities to caring for preschoolers in Head Start. It was in line with what she always felt was her responsibility as a human being -- to help others.

Her new career got its start when she began teaching at the Council House, a new Head Start Center under the direction of the United Child Development Services.

Shortly after that, Colonna learned about the CDA Credentialing Program at a company workshop. Instinctively, she realized that the CDA Credential was for her. Since her background did not include classroom teaching and preschool children, she felt that the credentialing process would be an education tool for her.

CDA, Laura Beth Colonna, assists (l-r) Brittany Carmichael and James Chapman with their art projects.

And what an education it was! Colonna admits that credentialing was beneficial in many ways. Writing the Competency Goals, she says, helped her to become more focused and reiterated what was important, as well as reminded her of what she needed to do everyday. It also forced her to put information together in her head in order to put it on paper.

The credentialing process, she says, brought everything she was being taught from a broad scope to a narrow focus so that she could use the information on a daily basis.

Colonna also found that putting together the Professional Resource File very helpful in that it made her more aware of agencies in her area that worked to better the lives of children.

Another reward from the credentialing process and CDA training has been the intellectual growth Colonna has experienced and the realization that she was on the right track with some of her caregiving methods.

"It's a very affirming process and you realize that you do a lot of things right everyday," she said. "I don't think anyone knows everything about child care, but at least this lets you know that you're on the right track."

Besides the value of credentialing, Colonna found working with children to be fulfilling.

"No two days are ever the same," she said. "I get so much from these kids. You don't have to have the best program or the most expensive materials, but if you sit down and spend time with them -- it's what they need most. It's good to see them when they're laughing and having a good time. Then you know that they're learning, whether they know it or not. Fulfilling their needs fills my need."

Today, Laura Beth Colonna is the lead teacher in a multi-age classroom. She loves what she does. She's challenged. Moreover, she's giving of herself in a tangible way to benefit the lives of others -- going back to her roots as a child being taught by grandparents.

CDA Training Program Combines Different Methods of Instruction to Fill Formal Education Requirement

Head Start teachers in the Athens, Georgia area are participating in a unique CDA training program combining different methods of instruction.

Developed and offered by the University of Georgia Center for Continuing Education, this program satisfies the participants' formal education requirements for obtaining the CDA Credential.

The training course combines 12 seminars and 90 hours of independent study with special projects, and observations by a mentor and course instructors. These assist participants in their study of the CDA Competency Goals and Functional Areas.

The independent phase of the program, Comprehensive Child Caregiver, is organized into three levels and is designed to help the teachers apply what they learn to their own center-based or home-based situations.

At the end of each unit, a child development specialist responds to written answers. As units are completed within each level, participants must pass an exam before going to the next level. Participants must satisfactorily complete an Exit Exam when they complete the three levels.

The seminars provide an opportunity for teachers to discuss and raise issues related to their child care environment. They are encouraged to participate in the planning of the structure and content of each session.

Guest speakers from the University of Georgia and community leaders serve as resources for participants. In addition, the child development specialist observes the teachers on-site and provide feedback.

As part of the training process, child care providers are encouraged to develop their own study plan and are given choices in areas of emphasis or specialization.

Another component of the training is the identification of a mentor by the teacher. Mentors provide feedback to the instructor by completing observation forms and serves as an on-site resource to answer questions and help the teachers put into practice the concepts they have learned.

This training tries to incorporate the process of acquiring and putting knowledge into practice as well as learning how to develop professional relationships.

For more information about the Comprehensive Child Caregiver CDA Training program, contact: *Dr. Karen Shetterley, Suite 288, Georgia Center for Continuing Education, University of Georgia, Athens, GA 30602; (706) 542-5654.*

Child Development Resources to Sponsor 10th Annual Early Intervention/Early Childhood Summer Institute

Including Children with Disabilities: Developmentally Appropriate Curriculum and Environments is the topic of the Child Development Resources' 10th Annual Early Intervention/Early Childhood Summer Institute.

The Institute will be held on July 24-28, 1995, at the Williamsburg Hospitality House in Williamsburg, Virginia.

For more information, contact: Lisa McKean, Child Development Resources, P.O. Box 299, Lightfoot, VA 23090; (804) 565-0303.

Child Development Resources provides services to children with disabilities and their families, and training professionals who serve them.

Grassroots Success! New Publication from NAEYC Available

Grassroots Success! Preparing Schools and Families for Each Other, contains compelling evidence about how schools and families are joining hands to prepare children for learning.

The new publication from the National Association for the Education of Young Children (NAEYC), is based on the experiences of 20 diverse School Readiness initiatives funded by the W. K. Kellogg Foundation.

This book outlines practical recommendations, which are highlighted by colorful photographs.

In *Grassroots Success!* you'll find out how:

- educators are updating their professional practices
- public policymakers are integrating delivery systems and supporting professional practice
- family members, teachers, administrators, board members, and community residents are working together to assure that children are eager and able to learn, and that schools are prepared to promote children's development.

In addition, you will find out what really works...hear stories describing how lives are changed...and see how to orchestrate effective approaches.

To order this publication, contact: NAEYC, 1509 16th Street, NW, Washington, DC 20036-1426. Call 202-234-8777 or 800-424-4310.

Address changed? Let us know. Keep *Competence* coming to your door.

Executive Director Speaks

We're Celebrating!

Carol Brunson Phillips

Nineteen ninety-five is a special year for history-making events. The Head Start program celebrates its 30th anniversary. The CDA Program celebrates its 20th. *And the Council celebrates its 10th!*

As with all things ten years young, we are exhilirated and thrilled to be around! We are proud of some of our notable achievements during what seems like a short time.

Since the Council began administering the CDA Program in 1985:

•We've tripled the number of CDA Credentials that have been issued.

•We've revised and successfully implemented a completely new CDA assessment program;

•We've developed a national CDA training model, now in its fourth year of operation;

•We've published a model training curriculum, *Essentials for Child Development Associates*, that's currently being used by hundreds of CDA training programs nationwide.

Yes, we have noteworthy accomplishments in the last 10 years; yet, my most

Continued on Page 6

Quality 2000 Initiative Seeks to Improve Quality of Early Care and Education

Quality 2000, a research and policy planning initiative, aims to improve the quality of the early care and education of America's children by the year 2000.

To effect change, Quality 2000 seeks to create a fresh vision of quality early care and education services and systems by encouraging the necessary projects, structures, and supports.

Through analysis and action in specific areas, the planning initiative commits to achieving long-term change.

These areas are:

Reconsidering Quality
Defining Quality Outcomes
Essential Functions
Changing Systems
Training and Credentialing Staff
Government and Business Roles
Regulation
Financing

To accomplish its work, Quality 2000 has collected information from a variety of perspectives, fields and countries. This was used to generate innovative approaches and strategies for improving quality in early care and education. Task forces grew from this effort and working papers were commissioned.

In addition, Quality 2000 has collaborated with other organizations such as the National Association of Child Care Resources and Referral Agencies, The Finance Project: Toward Improved Ways and Means of Financing Education and Other Children's Services, and the National Center for Service Integration.

Other collaborators include more than 100 members of task forces and meeting participants who are leaders, policy makers, administrators, and experts from early care and education, government, business, other social service fields, and academic disciplines such as political science and economics.

Synthesizing all of the information gathered, Quality 2000 will release its final report of their vision, and action steps and recommendations to achieve the vision in the fall.

The initiative is housed at the Yale University Bush Center in Child Development and Social Policy in New Haven, Connecticut.

To find out more about Quality 2000, contact: *Sharon L. Kagan, Ed.D., Principal Investigator; Nancy E. Cohen, Research Assistant; Eliza Pritchard, Research Assistant; Bush Center in Child Development and Social Policy, Yale University, 310 Prospect Street, New Haven, CT, 06511; (203) 432-9931.*

Association of Early Childhood Educators, Ontario, to Hold Conference

The Association of Early Childhood Educators, Ontario, will hold its 43rd Annual Conference, *Roots & Wings*, May 24-27, 1995, at the Hamilton Convention Centre, Hamilton, Ontario.

The conference will explore a wide range of child care issues and new ideas. Keynote topics include "Motivation", "Multiculturalism", and "Positive Child Guidance and its Relationship to a Positive Society."

Over 35 exhibitors will display the latest in creative child care ideas and equipment.

For more information about the conference, contact the Association of Early Childhood Educators, Ontario, 40 Orchard Blvd., Suite 211, Toronto, Ontario, M4R 1B9; or call 416-487-3157, 1-800-463-3391.

1995 List of CDA Training Sessions at Early Childhood Conferences		
Southern EC Assoc. Orlando, FL	March 31 - April 1, 1995	CDA Update Advisor Training Rep Refresher
Nat'l. Coalition for Campus Child Care Phoenix, AZ	April 5, 1995	CDA Update Advisor Training Rep Refresher
Nat'l. Head Start Assoc. Washington, DC	April 20-21, 1995	CDA Update Advisor Training Rep Refresher
Florida First State & Even Start West Palm Beach, FL	April 26-27, 1995	CDA Update Advisor Training Rep Refresher
Region II Head Start Assoc. Puerto Rico	May 17-18, 1995	CDA Update Advisor Training Rep Refresher
Region II Head Start Assoc. Virgin Islands	May 19-20, 1995	CDA Update Advisor Training Rep Refresher Rep Training
NACCRRA, Region II Lancaster, PA	May 19, 1995	CDA Update Advisor Training Rep Refresher
Midwest AEYC Fargo, ND	May 19-20, 1995	CDA Update Advisor Training Rep Refresher
Region VII Head Start Assoc. Overland, KS	May 30-31, 1995	CDA Update Advisor Training Rep Refresher

Executive Director Speaks
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poignant impression is of gestures of good solid support that helped us to stay the course with CDA, remain fixed on our target to improve, and move steadfast into the future.

These memories are of smiles, warm handshakes, nods, winks and hugs as I traveled through this country from Alaska to Puerto Rico, from Maine to California, meeting with friends old and new, and . . . inch by inch, line by line, crafting a place for the Council in the permanent landscape of early childhood education associations.

We *will* be celebrating this year, because it marks our first decade of work to enhance professionalism for caregivers of young children.

Have suggestions for a story? Drop us a line! Send your ideas or story to: *Competence* Editor. Please include your daytime phone number.

COMPETENCE

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COMPETENCE

News for the CDA Community

Volume 12 , Number 2 **July 1995**

In Ten Years, *Council* Initiates Growth, Expansion of CDA Program

Ten years ago, the Council for Early Childhood Professional Recognition began to build upon a foundation that had been set for the CDA National Credentialing Program

Since then, the organization has continued to add, renovate, and to build a model credentialing structure.

Though slightly reminiscent of its earlier years, the credentialing program today represents growth, progress and expansion.

The first major change -- both innovative and controversial -- was replacing the Local Assessment Team (LAT) process with a more concise, streamlined process. In addition, in 1992, the Council created a second route to credentialing to better accommodate the ever growing need for easy access to early childhood training and credentialing.

Development of the alternate route--the CDA Professional Preparation Program (*CDA P*$_3$), along with increased visibility of the program, and collaborative work with other agencies symbolize the expansion efforts that began under the Council's leadership.

Another clear indication of growth includes the increase in the number of CDAs credentialed over the past 10 years. In 10 years, this number has quadrupled.

As of 1995, more than 69,000 CDAs have been credentialed to work in a variety of child care settings, including Head Start, churches, preschool programs, public school pre-kindergarten and kindergarten programs, family child care homes, military child development centers, and home visitor services. This factor attests to the credence given to the CDA Credential.

Through these efforts, the Council is recognized as an organization that advocates that competence and quality care be at the very core of every child care delivery system.

IN THIS ISSUE

Ten years ago, the Council became the permanent home for the CDA National Credentialing Program. This issue of *Competence* celebrates the *Council's* tenure with the Credentialing Program by highlighting some of its achievements from 1985 - 1995.

COUNCIL ACHIEVEMENTS	
✓	Worked cooperatively with ACYF to stabilize and improve the benefits of the CDA Program to this nation's children.
✓	Quadrupled the number of CDAs credentialed.
✓	Increased the visibility of the credentialing program through workshop and keynote presentations at early childhood state and regional meetings.
✓	Prepared detailed research reports on the status of CDAs.
✓	Published two editions of the National Directory of Early Childhood Teacher Preparation Institutions to assist CDA individuals in locating CDA and other types of early childhood training programs.
✓	Developed a model early childhood training curriculum and a one-year training program for pre-credentialed caregivers, now enjoying widespread adaptation throughout the early childhood community and at postsecondary educational institutions.
✓	Contributed to the professional development of pre-credentialed caregivers and CDA Candidates by requiring 120 clock hours of formal training.
✓	Worked collaboratively with Army Child Development Services to develop training modules, training videos and training workshops for Army caregiver personnel.
✓	Worked collaboratively with the Head Start Bureau to implement the CDA Scholarship Act by publicizing the availability of public funds.

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Council Formed to Administer CDA Program

Looking Back

Clennie Murphy

In 1985 the CDA Credentialing Program needed two shots. One, a permanent place to call "home", and two, a boost that would raise the status and perception of the CDA Credential.

So when the Council for Early Childhood Professional Recognition was formed in the same year, it proved to be the right antidote for the program. Thus, it set in motion the realization of another phase of the vision for the credentialing effort.

As the new administrative body for the CDA Program, the Council immediately began plans to modify and expand the Program.

The Council's agenda included ways to: (1) *improve the credibility of the CDA Credential;* (2) *maintain an education process that would give teachers the necessary training to provide quality care;* and (3) *build a career ladder for professional caregivers.*

Clennie Murphy, then Associate Commissioner of the Head Start Bureau, remembers the formation of the Council by the National Association for the Education of Young Children (*NAEYC*) as a substantial step in the direction of what Head Start had envisioned for the CDA Program.

What was unusual about the arrangement, he says, was that the contract for the CDA project was awarded as a sole source justification because NAEYC was the only source at that time that met the criteria to manage such a comprehensive project.

According to Murphy, the Administration for Children, Youth, and Families (*ACYF*) opened the CDA Project for bids. When no one met the requirements, ACYF asked NAEYC to anchor the project. NAEYC accepted the challenge, he says, and moved forward with it.

Besides being the leading association for child care in the country at the time, Murphy says, NAEYC also possessed the professional knowledge and skills to engineer a move of this kind. Also, according to Murphy, the federal administration was very supportive of them.

NAEYC began hiring staff who would be instrumental in steering the CDA Program forward, and who would be working on ways to improve the perception of the CDA Credential among early care and education teaching and administrative professionals.

Among those hired, says Murphy, was an executive director, Dr. Carol Brunson Phillips. Murphy says she was not only knowledgeable about the child care field, but was knowledgeable of the workings of the federal government and had strong administrative and managerial skills.

Thus began the Council's tenure of the CDA effort and the program's expansion. Since then, the CDA National Credentialing Program has garnered its share of recognition and is enjoying widespread acceptance and accessibility.

As a result, the Credential's status increased significantly. Also, ardent supporters and promoters of the CDA concept have initiated the development of various forms of legislation that affect the Credential's impact across the states.

For instance, one state's legislation secures the Credential's role in training and educating caregivers by mandating that caregivers working in centers have the CDA Credential or its equivalent.

Another state's legislation extends employment options for CDAs by allowing them to work in pre-kindergarten programs run by public schools.

Also, the Department of Defense has integrated the Credential into it's military child care system. The U.S. Army, however, links the Credential with pay and upward mobility.

More than ever before, CDAs worldwide are being recognized as professionals who nurture children during the critical early stages of their young lives.

In fact, many CDAs have moved on to rewarding professional careers in the field. For them, the CDA Credential was just the beginning they needed.

Although Clennie Murphy has retired, the basic tenets of the early foundation established under his watch remain.

More than 50,000 CDAs have been credentialed under the Council's leadership and the Council remains the Program's permanent home.

With continuing support from ACYF, the status and recognition of the CDA National Credentialing Program will continue to grow.

Has your address changed?
Let us know.
Keep *Competence* coming to your door.

Council Leadership Spurs Development Across CDA Lines

Under the Council's leadership, the nationwide recognition and acceptance of the CDA Credential has spurred development of initiatives and programs that consider the impact of the CDA Credential on quailty child care.

From Florida, state legislation requiring CDAs or CDA Equivalency for every 20 children in the classroom, to Oklahoma's use of CDAs in public school kindergarten classes, the Credential's impact in and outside of the CDA arena is being felt across the nation.

For the CDA Program, this has meant a greater capacity to build competent professionals. For the Council, it has meant an ability to expand in areas beyond CDA.

A summation of CDA-ignited efforts follow:

Florida Legislation Mandates CDA Credential or Equivalent

In 1992, Florida set a precedent for the CDA Credential. It became the first state to enact legislation that requires a CDA Credential or CDA Equivalency for child care teachers.

Specifically, the legislation requires that every child care facility have at least one staff person for every 20 children with a CDA Credential, a comparable CDA Equivalence (*an experience exemption*), or a formal education requirement that is equal to or greater than the CDA Credential, or CDA equivalency by June of 1995.

Making sweeping changes in the Florida child care system, this same legislation changed teacher-to-child ratios for infants from 1:6 to 1:4 and for toddlers from 1:8 to 1:6.

This quality improvement effort was initiated by the state of Florida but has used federal money from the Child Care and Development Block Grant quality "set aside" to help implement the changes.

The money is used, for example, to help establish CDA and CDA Equivalent training as well as provide scholarships so the teaching staff in centers can enroll in these programs.

To date, Florida is the first state to require a CDA, and the first state to establish a CDA Equivalency Requirement.

Florida Civil Service Pay Scale Includes CDA

As if setting one precedent was not enough, just recently Florida set another one. Two school districts have successfully included CDA on the Civil Service employee pay scale.

This change increased salaries for teachers who work in pre-kindergarten and kindergarten classrooms. The recent research from *The Florida Child Care Quality Improvement Study* contributed to the success of this effort because it showed CDAs provide quality child care.

Florida has always had a strong CDA advocacy movement since the National Credentialing Program began. The Florida CDA Forum, led by the untiring efforts of Dr. Flora Conger, made Florida the third ranking state with the highest number of CDAs.

In fact, when the 1992 legislation was passed, Florida already had nearly 3,000 CDAs in the state. Since the passage of the legislation, strong advocacy efforts and the impact of the new law have increased the number of CDAs in Florida to approximately 6,000!

Florida can be proud to have changed the course of history by breaking new ground toward improving the quality of care and the quality of teaching staff in early childhood education.

Oklahoma Legislation Allows CDAs to Teach in Public School Program for 4-Year-Olds

The state of Oklahoma passed legislation allowing CDAs to teach in state-funded public school programs aimed at 4-year-olds.

According to Donna Grabow of the Oklahoma Early Childhood Association, a CDA with five years of experience with Head Start who passes the early childhood certification test, can now teach as an assistant in kindergarten classes, or be certified for the four-year program in the public schools.

So far, 54 CDAs have met certification requirements.

Scholarship Assistance Program Paves Way for Professionalism

The Scholarship Assistance Program has given thousands of recipients a push up the career ladder.

By providing the financial means to complete some components of the credentialing process, these caregivers are now enjoying rewarding careers in early care and education. Some of them have gone on to attain college degrees.

Continued on page 4

Scholarship Assistance

Continued from page 3

For many recipients, earning the CDA Credential was just the start that they needed to become competent professionals.

Families and communities alike have benefitted from having qualified, competent caregivers in child care centers across the nation.

For families, knowing that their children are in the hands of competent caregivers allow them to feel more secure about their child care options.

Communities benefit from having an increased awareness and value of appropriate programs for young children.

CDA Credential Goes to the Military

CDA is in the Army now -- the Air Force, and Navy, too! That's right. The CDA Credential has entered the Armed Services.

In 1989, the Department of Defense (DoD) created an atmosphere for the CDA Credential with the passing of the Military Child Care Act.

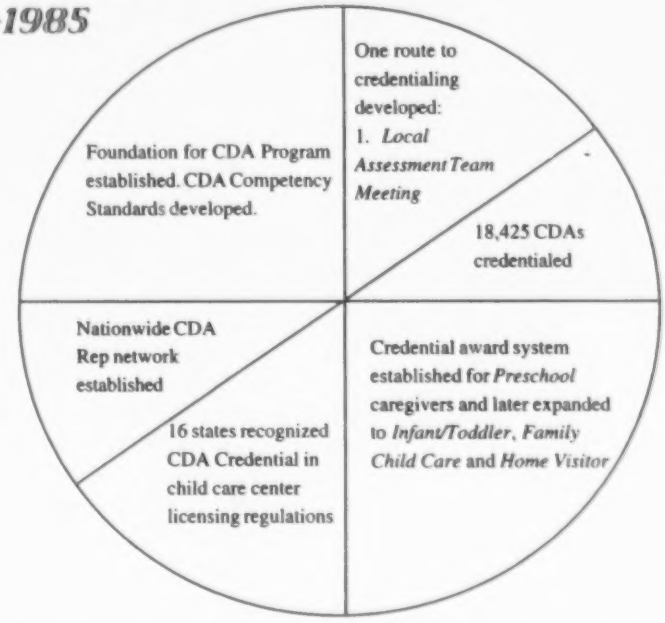
This Act established a standard of operation that contained policies and procedures for all child care centers in the DoD environment.

It raised caregiving standards, defined the skill level required for competence, and increased compensation for demonstrated competence.

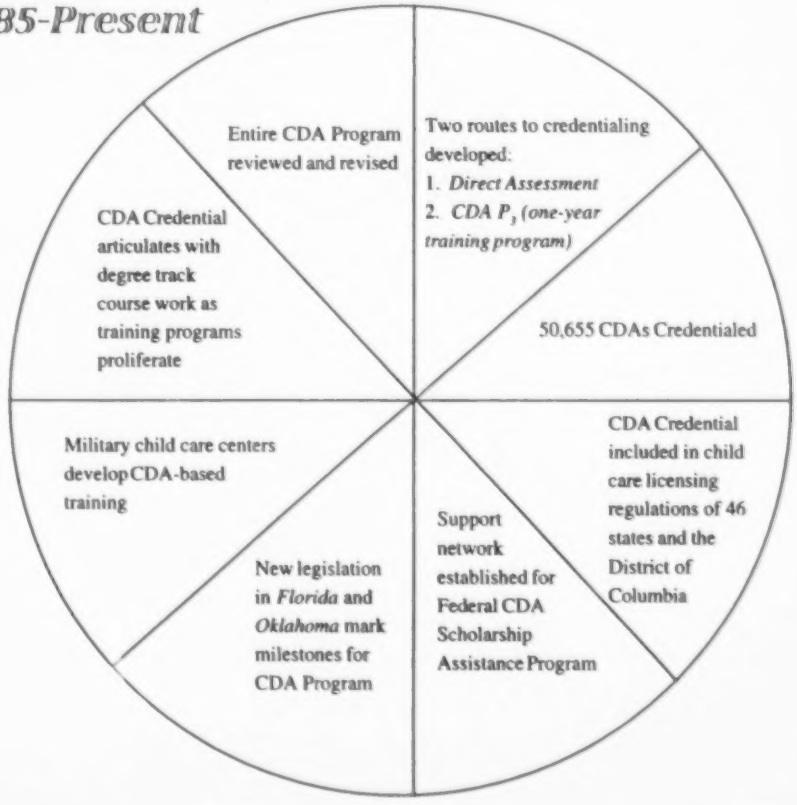
Because it was already competency-based and contained the necessary components for early childhood training, the CDA Credentialing Program was selected as the model for the military's training program.

The resulting 13-module, competency-based training program was designed around the CDA Competency Goals and Functional Areas.

CDA Credentialing Program Pre-Council 1975-1985


Foundation for CDA Program established. CDA Competency Standards developed.
One route to credentialing developed:
1. *Local Assessment Team Meeting*
18,425 CDAs credentialed
Nationwide CDA Rep network established
16 states recognized CDA Credential in child care center licensing regulations
Credential award system established for *Preschool* caregivers and later expanded to *Infant/Toddler*, *Family Child Care* and *Home Visitor*

CDA Credentialing Program Council 1985-Present


Entire CDA Program reviewed and revised
Two routes to credentialing developed:
1. *Direct Assessment*
2. *CDA P_3 (one-year training program)*
CDA Credential articulates with degree track course work as training programs proliferate
50,655 CDAs Credentialed
Military child care centers develop CDA-based training
CDA Credential included in child care licensing regulations of 46 states and the District of Columbia
Support network established for Federal CDA Scholarship Assistance Program
New legislation in *Florida* and *Oklahoma* mark milestones for CDA Program

Florida Study Validates Impact of CDA Credential

What has been widely accepted as truth now has been validated by research: that having the CDA Credential *does* impact children's development and quality of care in a positive way.

Compared with teachers who have less training, CDAs provide education and care that has specific, positive benefits for young children.

The preliminary results of an Interim Report from *The Florida Child Care Quality Improvement Study* shows growth-enhancing benefits for children in classrooms with Child Development Associates and teachers with CDA equivalents.

Conducted by the Families and Work Institute, the study found that the greatest change in peer play and attachment security is found in classrooms with staff who have the CDA Credential or meet CDA equivalency requirements.

In fact, the largest increases in the complexity of children's play with objects and with each other occurs in these classrooms.

Similarly, the largest increase in the frequency of children who are securely attached to their teachers takes place in CDA and CDA Equivalent staffed classrooms. This means that they feel more safe and secure to explore, play, and learn.

Global quality, teacher sensitivity, and responsiveness were found to most likely improve as well.

According to survey findings, this is significant because children need teachers who care for and about them in order to prosper and learn in early childhood settings. They also need teachers who stay tuned into them and respond in ways that capitalize on "teachable" moments.

Other measurement levels in the study showing teacher effectiveness for those with CDA credentials, or who meet CDA Equivalency Requirements revealed positive results as well.

These were:

- *large decreases in teacher harshness, teacher detachment*
- *increased teacher responsiveness*
- *teacher-initiated positive interaction with children, such as smiling or talking*
- *decreases in negative classroom management*
- *greater increases in facilitated peer interaction -- these teachers encourage children to learn from and to play with other children more often*

As with all of the findings, the highest scores were obtained in classrooms with teachers who had Bachelor degrees and advanced early childhood training.

This Florida child care study is one of three ongoing substudies from *The Children Study*, conducted by the Families and Work Institute. That study is investigating how Florida's new ratios and education requirements affect the quality of early education and care and children's development.

Ellen Galinsky, principal researcher for the study says, "We were prompted to conduct *The Children Study* because we wanted to look for opportunities to investigate whether improved training would affect quality, that is if we all agree that the crux of quality is knowing how and when to find and enhance teachable moments."

For a copy of the Interim Report, contact: Families and Work Institute, 330 Seventh Ave., New York, NY 10001; (212) 465-2044.

ECPDN to Offer Interactive Child Development Courses in Fall

The Early Childhood Professional Development Network (*ECPDN*) will be offering a series of short courses beginning in the Fall.

These two-hour seminars will feature live, interactive instruction via satellite.

The courses are:

Policy Council Training
Constructing Your Own Facility
Buying Your Own Facility
Conducting a Community Needs Assessment
Converting to a Full-Day Program
Child Guidance Techniques
Infant and Toddler Series
Fetal Alcohol Syndrome

Tuition varies for each course and Continuing Education Units (*CEUs*) are available.

For more information about these and other courses, contact: ECPDN, 2712 Millwood Ave., Columbia, SC 29205; (803) 737-3545.

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Dr. Carol Brunson Phillips is the Executive Director of the Council; Patricia A. Brown is the editor of *Competence*.

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Face to Face with Executive Director, *Carol Brunson Phillips*

Dr. Carol Brunson Phillips became the Executive Director of the Council for Early Childhood Professional Recognition in 1985. Prior to this, she was a CDA Representative for 10 years. She became involved in the CDA Program on a recommendation from Evangeline Ward, one of her mentors. Here she shares her reflection about moving from an education perspective to administration.

For Carol Brunson Phillips, the transition from having first-hand knowledge about the CDA Program, to applying this knowledge in formulating guidelines and setting the overall direction for the Program has been a natural, unencumbered progression.

Although she may not have realized it at the time, it was a move that Phillips was well prepared to make, after having been on one side of the CDA fence.

So when Carol Brunson Phillips was tapped to head the Council for Early Childhood Professional Recognition, she found herself on both sides of the fence -- as an educator and an administrator -- a factor that proved to be advantageous.

The CDA Representative-turned-Program Executive found that being a participant in the credentialing process increased her effectiveness in meeting the day-to-day rigors of the national credentialing program.

By allowing her an intimate glimpse of the assessment process, Phillips stood in a position that enabled her to learn as much about the CDA Program as possible, and to understand how components of the credentialing program worked together.

She says it also gave her a personal view of what the credentialing program meant for children and families, and what it *could mean* for children and families. In addition, she was also better able to relate to the Reps who were foundational to the credentialing program.

Carol Brunson Phillips

"Seeing [the process] as a Rep was an excellent way to get to know the program," Phillips says. "I got to see how the program affected real teachers, parents, and other child care programs. I got to see caregivers being credentialed -- describing their skills. I got to see them working with children."

What Phillips saw impressed her. She was impressed by the intricate process of assessment that had been put in place. The fact that parents weighed in the process and that the Candidate was required to articulate what they knew about children and working with children awed her.

However, not everyone was as awed as Phillips was with the CDA Program. According to Phillips, it was not well understood in California, the state where she served as a Rep because the process moved the decision making out of the hands of higher education officials into the hands of those participating in the process.

Thus began one of Phillips' many missions with the CDA Program -- one that continues even today. California gave Phillips an opportunity to speak on behalf of CDA, to articulate what the program really meant, to fully explain each component of the credentialing process, and to assure both the higher education and early childhood communities that the Local Assessment Team process was indeed a sound one.

Although the LAT process has since been eliminated for three of the four CDA endorsements, Phillips still makes jaunts around the country on behalf of CDA. This time, she finds herself bridging the gap between the professional development and CDA training communities.

She helps them to see that their goals for the students are not far apart, and that good early childhood teacher preparation should be grounded in the same principles, no matter the level.

"There is so much non-systematic CDA training going on that there is often a huge gap in an individual's career ladder," she said.

"CDAs often find it frustrating, if not impossible, to make what they have already done count toward a more advanced level of preparation."

Phillips agrees that the cornerstone of the CDA Program is the Competency Standards. These are its strength because the Standards say a lot, she says.

"They're simple but comprehensive, general but specific. And there is agreement within the profession that this is what people who are responsible for the care and education of young children should be able to do."

"At issue," she continued, "will always be the process of measuring whether an individual is competent."

This gives the Council a continuing challenge --one that Phillips wholeheartedly embraces and will continue to do so for years to come.

In her 10 years at the helm, Phillips has witnessed the CDA Program's growth

Continued on page 8

CDA Profile

For Peggy Swyter, Having CDA Credential Means Making an Impact

It may have taken a lot of prodding, but Peggy Swyter, of Children's World Learning Center in Schaumburg, Illinois, is glad she did it. She's fulfilled in her caregiving role and says she could never imagine doing anything else. Many doors were opened because of it, and she feels she can accomplish more now than ever before.

Why? Because she now has the title *Child Development Associate* under her name. And thanks to the CDA Credential, Swyter is enjoying a career with children that was made just for her-- one on which she realizes she could never turn her back.

Swyter recalls first hearing about the CDA Credential in 1973 while working at another center. Although it was not a requirement at that time, someone suggested to Swyter that she become credentialed to initiate a career move from assistant teacher to teacher. Feeling that the process was too involved, Swyter declined.

Seventeen years later, however, the issue of earning the CDA Credential surfaced again for the same reason. This time the position would be an Education Coordinator. Although Swyter initially said "no" to getting her CDA, she eventually relented after talking with someone else who had gone through the process.

To her surprise, Swyter found that the same process she had avoided for a long time was much easier than she had anticipated. So in 1990 she earned a preschool-endorsed CDA Credential.

Since that time, Swyter has seen the Credential lead to opportunities and rewards that were previously unavailable to her.

Today, she is living proof to what successful credentialing can do personally and career-wise. The greatest benefit, she says, has been the pride that she now has about what she does.

CDA, Peggy Swyter (second right) is doing what she does best: creating new learning opportunities for young children. (L-R): Daiki Kitahara, Taro Fujioka, Saki Miyamoto, and Samantha Daniel examine sea shell.

"I did it and didn't think I could," she said. "It made me proud of what I do. It made me work harder, and now I understand that I'm not just a babysitter." She added that having the CDA also made her realize *why* she was doing *what* she was with children.

Swyter has seen the impact on her career as well. She began her career in child care as an assistant teacher, and gradually worked up to her current position. She is the Education Coordinator for Children's World Learning Center, a position she says she would not have had without the CDA Credential.

She trains new staff, helps them arrange their classroom, and assists them with their lesson plans. She also hosts parent activities at the center and regional inservices. Moreover, she considers the fact that people look up to her to be encouraging.

Swyter sums up her feeling about all that she does and has accomplished by saying, "I like the feeling of making an impact."

CDA Study/Support Group Formed in Ohio

Some CDA Candidates in the Cleveland, Ohio area are getting just the help they need to complete the CDA credentialing process.

They have formed a CDA study/support group that enables them to provide support for each other as well as study relevant early childhood material.

From polishing their skills for writing the Competency Goal statements, to attending workshops for inservice hours, the group works together to meet the overall needs of credentialing.

In addition to earning the CDA Credential, the group plans to inform the community and other child care professionals about the availability of the CDA Credential.

For more information about this group, contact Jane Metrisin, CDA Advisor, at (216) 946-4602.

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1995 CDA TRAINING SESSIONS AT EARLY CHILDHOOD CONFERENCES		
Texas Head Start Association Annual Preservice Houston, TX	**July 31 - August 4, 1995**	**CDA Update Advisor's Training Rep Refresher**
Region II-B Head Start Puerto Rico & Virgin Islands	August 23 -26, 1995	CDA Update Advisor Training Rep Refresher Rep Training
Early Childhood Assoc. of FL Orlando, FL	September 28-29, 1995	CDA Update Advisor Training Rep Refresher
Nat'l. Black Child Develop. Inst. Washington, DC	September 28-29, 1995	Rep Refresher Rep Training
Region VI Head Start South Padre Island, TX	October 2-7, 1995	CDA Update Advisor Training Rep Refresher
Washington AEYC Bellevue, WA	October 11-12, 1995	CDA Update Advisor Training Rep Refresher Rep Training
Texas AEYC Dallas, TX	October 12-13, 1995	CDA Update Advisor Training Rep Refresher
Connecticut AEYC New Haven, CT	October 21, 1995	CDA Update Advisor Training Rep Refresher
NAEYC Annual Conference Washington, DC	November 29 - December 2, 1995	CDA Update Advisor Training Rep Refresher Rep Training

Face to Face

Continued from page 6

from adolescence to adulthood. The Program has become permanent, stable, and future oriented, thanks to funding from the Administration for Children, Youth, and Families.

It is no longer at the center of constant controversy, she says, and is now perceived as a permanent program.

Carol Brunson Phillips too has grown over the years. She realizes that the Council is where she belongs.

As she states, "I'm hard core early childhood. I'm like the street cop who now sits behind the desk. I've taught 4-year-old children. I've worked in schools. I've prepared graduate students. I've trained teachers. All my life has been about teaching kids. It's a natural or logical career place for me. It's everything that I know how to do -- everything that I want to do!"

What does Phillips see in the future for the Council?

"I'd like to see the Council play a role in skill building for a stronger and more diverse training community," she says.

Where will Phillips be when this happens? "I'll be here forever!" she says.

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News for the CDA Community

Volume 12, Number 3 **November 1995**

DEAR *COUNCIL* SUPPORTERS:

This letter provides a rare opportunity for the *Council for Early Childhood Professional Recognition* to say *thank you* to all those who have supported our efforts over the past 10 years. Whether we communicated with you by telephone or in person, your efforts have helped the Council *come of age* as an organization carrying out its vision for preparing educators of young children.

We have endured challenges, withstood constructive criticism, and we have even challenged our challengers -- but in the end, we have stood firm on what we believed about our responsibility to the young children of this nation. And whatever modifications we made, were done so as to undergird that responsibility.

Thus, with the CDA Program, *change* was the panacea -- the remedy for improving the status of the CDA Credential. Hence, we revamped the credentialing process and introduced a revised version, the Direct Assessment system. We also added a second route, the CDA Professional Preparation Program (*CDA P_3*).

This proposed *Council Model* approach initially was not as enthusiastically received as we had hoped, and we had to *convince* you that the proposed changes would benefit CDA Candidates. You challenged the Council Board and staff to think twice before implementing the proposed changes. You asked probing questions and persuaded the Council to incorporate your suggestions. Because of your efforts, the final procedures were more accepted by the profession, and we are very thankful for this.

As we look back on the early days, we do so with a sense of accomplishment and pride because the Council successfully implemented both systems, and the impact on the CDA Credentialing Program has been rewarding.

The number of CDAs has dramatically increased. Head Start and the state of Florida have passed legislation to incorporate CDA as one of the requirements for teaching staff (*other states are considering this as well*). Postsecondary education institutions have embraced the training model and require the *Essentials for Child Development Associates* training curriculum as the textbook for early childhood courses. And nearly 400 colleges nationwide recognize the CDA credential and award college credits for CDA training. Thanks to you, the CDA program is thriving and steadily growing.

As such, the Council is moving in a direction that will prepare us -- working with your help and support -- to meet future demands for well-trained and credentialed early care and education professionals.

With gratitude,

Council for Early Childhood Professional Recognition

PS 024751

NAEYC's Challenge Leads to *Council's* Inception

Looking Back

Dr. Marilyn Smith

It may have been a challenge. It may have appeared to be a gamble. It may even have been a venture into familiar but unwanted territory. However it started out -- be it challenge or chance -- NAEYC's launching of the Council has proven to be "developmentally appropriate" for the CDA Credentialing Program.

Ask Dr. Marilyn Smith, NAEYC's Executive Director. She witnessed the conception of the CDA Program in the early 70's and participated in its realization shortly afterwards.

She has seen the development of the Credentialing Program in the hands of various personnel. She participated in the process that established the Council to administer the CDA Program. She attests to the link between NAEYC and the Council -- albeit, with separate boards and staffs.

She remembers also that the first Council Board was drawn from the leadership on NAEYC boards. Finally, she can attest to the CDA Program's stability and expansion under the Council's administration.

Today, Dr. Smith notes a stable, credible credentialing system that evaluates, recognizes and rewards good early childhood practice among competent individuals committed to the well-being of young children.

She attributes the CDA Program's credibility to performance and to Dr. Carol Brunson Phillips' leadership and public visibility, and to the vision and wise management of Dr. J. D. Andrews.

Dr. Smith views Drs. Phillips and Andrews as people who constantly seek to refine and improve the system.

Both of these leaders never rest on what was, but often struggles to make improvements, in spite of opposition from people who resist change.

Reflecting on the history of the CDA Program and the Council, Smith indicated that change was as much an ongoing process in the '70's as in the '90's.

While administrative and political changes in the earlier years eventually forged the partnership between NAEYC and the Council, in more recent years, program changes brought the CDA Credentialing Program its highest level of credibility.

Establishing credibility is no small thing to celebrate, says Dr. Smith. "That is hard to do and it takes a long time to do it. It's something that some organizations never do."

Dr. Smith remembers the early years all too well. The difficulties. The challenges. The constant upheaval about direction and design. The diverse opinions from so many people. The funding and staffing problems. The disappointment in seeing the CDA Program almost go totally down the drain after 10 years of development.

She can also recall one of the group's biggest debates. "When I think historically what we [CDA founders] started out to do, one of the big debates before we ever launched CDA was, do you start with a credential for the on-line teacher?" she said, or, "Do you start with the credential for the education leader or director?"

She remembers personally arguing for the need to start with the education specialist and directors because there were so many people working in programs with children who had little or no preparation, and so much of what happened had to be on-site.

She felt that the best way to make the biggest long-term impact was to be sure that competent people were doing the daily inservice and direction of classroom teachers.

Another concern was that if teachers were credentialed first, they would be working under the direction of people who did not have the same under-

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NAEYC's Challenge

Continued from page 2

standing and knowledge about child development and early childhood education concepts. These credentialed teachers, then, would not be in an environment where they could practice what they had been taught.

Although her points may have been well taken, they were not accepted.

Despite all the administrative challenges and struggles that occurred during the developmental stages, one thing has remained sure --NAEYC's commitment to the CDA Program. Dr. Smith has witnessed a level of commitment that has neither wavered nor waned over the years.

It was the type of commitment, she says, that helped NAEYC engineer a start-up of their own: the accreditation process for early childhood centers.

Dr. Smith credits NAEYC's participation in CDA with encouraging them to design a system that would evaluate and accredit early childhood programs, as well as give recognition to good early childhood practice.

Although NAEYC has existed since 1926, Dr. Smith says, the organization did not start trying to influence standards in early childhood education in a systematic way until much later.

However, NAEYC has always published about issues facing the early childhood profession, prepared well-researched and in-depth position and policy papers, and sponsored conferences focusing on issues in improving the field.

By participating in the establishment of the CDA Program, which soon began to effectively handle the early childhood teacher preparation issue, NAEYC then moved to explore other means of improving the field.

Thus, there was a concentrated effort to focus on the management of all early childhood centers and schools, giving rise to the Accreditation Program.

In 1980, NAEYC began making another impact with the endorsement of their teacher education guidelines, and a prospective accreditation system. By 1985, NAEYC had launched the Accreditation System for Early Childhood Programs and the Council for Early Childhood Professional Recognition.

In time, Dr. Smith has seen the Council evolve beyond NAEYC's oversight to quickly stand on its own feet, a testimony to the strength and stability of the CDA Program.

Although NAEYC is not as involved as it was before, the organization is committed to the ideals embraced by the CDA Program.

Reflecting on how the *Council* name was selected, Dr. Smith vividly recalls the situation.

She says, "The goal of recognizing competence in early childhood practice has always been the guiding vision for the CDA Program. The clarity of purpose for the CDA work is portrayed in my memory about how the Council got its name.

When the NAEYC Governing Board finally accepted ACYF's challenge to establish a permanent professional home for the CDA Program, the structure for doing this had to be created on an extremely fast time line.

The NAEYC Board was in session at a mountain retreat for their annual summer planning meeting and J. D. Andrews and I were using an outside pay phone near the meeting room to stay in frequent contact with the lawyer back in Washington DC, who was drawing up the bylaws.

We were so immersed in the organizational structure--running proposed components back and forth between the lawyer and the NAEYC Governing Board --that we were taken

Continued on page 6

Executive Director Speaks

Reggio Children USA Finds Home at the *Council*

Dr. Carol Brunson Phillips

Many people have asked me about the Council's involvement with the schools in Italy. *What is this -- Reggio Emilia -- all about?* Well, it has little to do with the CDA program, but lots to do with the Council's work to enhance the status and recognition of early childhood professionals.

Through this project, our first that is international in scope, we hope to foster an exchange of ideas that will impact teacher preparation and early childhood program practices here in the United States.

This relationship with our Italian colleagues promises to be exciting and challenging, for the Council now serves as the U.S. offfice of "Reggio Children".

Reggio Children is an Italian cultural organization whose goal is to protect, promote and enrich the wealth of experiences that have shaped the educational theory and practices in early education in Italy.

In that capacity, the Council distributes publications and videos that feature their teaching and learning concepts, provides access to study tours to the Reggio Emilia schools and spon-

Continued on page 4

Docia Zavitkovsky, First *Council* Board President, Speaks with Pride about CDA Involvement

Looking Back

Docia Zavitkovsky, early childhood educator and consultant, remembers with pride the time she spent on the first Council Board.

From 1985 to 1993, she worked with a team of early childhood professionals to strengthen and revise the CDA Credentialing Program's foundation. It was this effort that instituted major changes in the credentialing process for CDA Candidates.

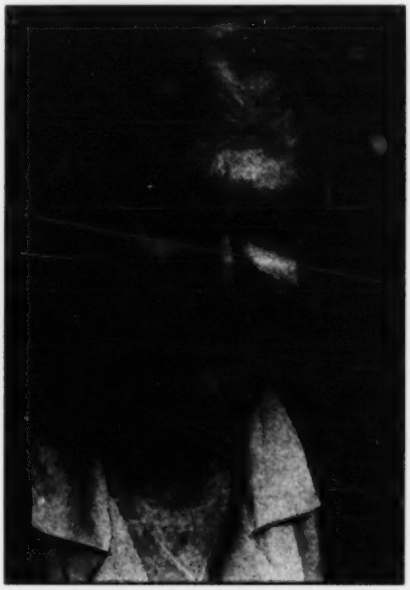
It was during this time also that a second route to credentialing, the CDA Professional Preparation Program (*CDA P_3*) was developed, and the Local Assessment Team Meeting process was eliminated.

For Zavitkovsky, being involved in such a major revision of a program of national prominence and scope was exciting, rewarding, and challenging. Of the Council Board, she says she has never worked with a more harmonious group.

Although she was not involved with the CDA Program while she was in California, Zavitkovsky first heard about it in the '70's. However, she didn't see the need for it to be used there, since the state had its own permit under the State Department of Education.

Ironically, when she became involved in the CDA Program via the Council Board, under the direction of the National Association for the Education of Young Children in 1985, Zavitkovsky not only wholeheartedly embraced its ideals, but she began to see the necessity for national standards for competence to be put in place.

Realizing this, she, along with the other Council Board members, undertook the arduous task of clearly articulating CDA Program concepts and partially restructuring and expanding the credentialing process.



Docia Zavitkovsky

"We had to come to grips with what we meant by competency and competency goals, quality caregiving and qualified caregivers," Zavitkovsky said. From there, she says, they got involved in defining professional training, goals, professional recognition and guidance for the training process. Other issues such as certification, delivery systems, assessment, evaluation and career development rounded out their discussions.

Despite their sometimes lengthy meetings and discussions where they explored, tested, questioned, challenged, defined, developed, agreed and disagreed, -- leaving no issue untouched -- one area in which the Board unequivocally agreed upon was that quality staff was the key to quality programs.

"Quality programs where people do have the CDA Credential is reassuring that the quality of the program is better," Zavitkovsky stated. "Teachers of caregivers may not have the same values, but the CDA Program strengthens and increases one's skills and knowledge so that one can do a better job. You may do something intuitively, but it helps to know why."

Speaking about her feelings of being involved adminstratively in restructuring the CDA Program, Zavitkovsky commented, "I have a feeling of pride in that I , along with others, have had some impact. It strengthened my belief that this is what we were supposed to do. I speak very proudly of the program."

She added that the very words *child development* are key words. "That's what we're interested in. When we say that, we become a part of the process. When one is a CDA, one is a part of an organization with a national scope. It is a motivator. If you're in it, you're interested in taking the next step."

After 60 years in the early childhood field, Docia Zavitkovsky has taken the next step. She has transitioned to a more leisurely way of living by writing, traveling, and consulting.

Executive Director Speaks

Continued from page 3

sors seminars that allow professionals to experience what the Reggio approach is all about.

These preschools, considered to be among the best in the world, typify how young children blossom when teachers are tuned into their developmental needs.

Through this relationship , we hope to find ways for the early childhood community in the U.S. to have a glimpse into the success of their approach as well as find ways for our best practices here to contribute to their work there.

Council to Implement New CDA Renewal Procedures

Beginning January 1, 1996, CDAs who wish to renew their credential must follow new procedures that the Council has implemented.

Renewal candidates must meet the following criteria:

1. Hold a current Red Cross or other agency First Aid Certificate.

2. Have completed at least 4.5 Continuing Education Units (C.E.U.'s), or a 3 credit-hour course in early childhood education/child development, within the past five years.

   Bilingual CDAs must meet this requirement with coursework incorporating bilingual education issues.

3. Have recent work experience with young children (a minimum of 80 hours within the past year). *Bilingual CDAs must have recent work experience in a bilingual setting.*

4. Identify an Early Childhood Education Professional who can complete a Letter of Recommendation about the renewal candidate's competence with young children.

5. Hold recent (*within current year*) membership in a national or local early childhood professional organization.

   A list of suggested organizations will be provided in the renewal packet.

For the first time ever, the Council will impose a deadline for renewal. CDAs will be allowed two years following the date of their renewal notice, or the date the credential is due to expire, to renew.

CDAs who do not renew within the allotted time frame will be required to complete a new assessment.

Some aspects of the renewal process, however, will remain the same. For example, the fee will continue to be $50.00, and the first renewal is three (3) years after receiving the credential and every five (5) years after that.

Home Visitor CDAs will continue to use the current renewal process that requires self-appraisal and two renewal reviewers, until further notice.

For more information, contact Marilyn Henry at the Council, 1-800-424-4310.

Reggio Emilia Resources Available from the *Council*

A Message from Loris Malaguzzi
A videotaped interview with Loris Malaguzzi, in which he talks about the philosophies he incorporated into the Reggio schools. *$30.00*

The Hundred Languages of Children
The catalog of the internationally-known exhibit of the same name. Includes text in Italian and English, photographs of children at work in the schools of Reggio Emilia, and children's artwork from Reggio Emilia. *$30.00*

Open Window
A portfolio of 36 slides showing the schools of Reggio Emilia and children at work in them. This portfolio is especially helpful in understanding the environment for learning, which has been created in Reggio Emilia. *$35.00*

To Make a Portrait of a Lion
A videotaped record of an extended project by children in Reggio Emilia, in which they make a "*portrait of a lion.*" *$30.00*

These resources may be ordered directly from the Council.

Second Setting CDA Credential Guidelines Set

The Council for Early Childhood Professional Recognition recently established guidelines for CDAs who wish to obtain a Credential in another setting.

The *Second Setting CDA Credential* wil be offered to interested CDAs who received their original credential in January 1993 and beyond. (*CDAs who earned their credential before 1993 can also receive a second credential, but must go through a different procedure.*)

Following is a summary of the requirements:

1. Second Setting CDA applicants must hold an active CDA credential that was earned since January 1993.

2. Second Setting CDA applicants must be observed while working as a lead caregiver in the setting where the second credential is needed.

3. Second Setting CDA applicants must document 45 clock hours of training, specific to the second setting.

4. Second Setting CDA applicants must have 60 hours of work experience with children of the second setting/age group.

5. Second Second CDA applicants must complete a *Professional Resource File* and distribute *Parent Opinion Questionnaires.*

There will be no Verification Visit. Candidates must send all materials directly to the Council along with the $225.00 fee.

A Bilingual Second Credential will be available for CDAs who obtained their first credential with a Bilingual specialization.

CDA Profile: Tracy Nicole Rogers

Against Odds, Physically Challenged CDA Displays Ability, Finds Reward in Classroom

Tracy Nicole Rogers of Washington, DC is a champion of sorts. The newly credentialed Child Development Associate is physically challenged. However, her physical limitation in no way diminishes her mental capacity to work with young children, and to love them with a full heart.

In fact, it was her physical challenges as a young child that made her sensitive to and aware of the needs of young children. And she finds this particularly helpful in the classroom, where she gets around with a power scooter.

"Some children are apprehensive," she says. "But once they see that I'm a regular person, they respond pretty well. After I explain to them, they don't have too many questions."

For Rogers, working with children as a young adult, grew out of her own early childhood and adolescent experiences that often placed her in the company of small children.

Whether she was in Georgetown University Hospital during one of her frequent stays, or attending West Elementary School, Rogers would reach out to younger children.

Even today, Rogers finds herself piggybacking on her hospital experiences by talking to children who are about to undergo organ transplants. She explains about the different procedures and the eventual transplantation of the new organ.

Rogers, herself the recipient of two living-donor kidney transplants writes in her autobiography, "I always try to be honest and truthful when speaking on the subject of transplantation".

I think talking to the children makes them feel a little better about the situation and it helps them to know that they are speaking with someone who has had the same experience. I am just

Tracy Nicole Rogers

happy to help ease their fears and doubts, and to make the children as comfortable as possible."

At West Elementary, Rogers often befriended children in the lower grades, particularly preschoolers and kindergartners. There she worked during lunch and recess. She monitored the children's activities while in the lunchroom and continued to assist them during recess.

Afterwards, she would assist them in toileting, locating their sleeping items, and would make sure that the children were relaxed and quiet when the teacher returned.

After high school, Rogers attended Burdick Career Center, where she received a certificate for a 2-year child care course. It was during her second year that she learned about the CDA Credential. She knew right away that obtaining the Credential would be a goal for her to achieve.

Of the credentialing process, she states, "I liked getting my Resource File together because you really get a lot of information. You get involved in what you're doing. Once you collect it, you realize the information is informative and needed. It also gives you a chance to display yourself as a teacher."

Rogers says that having the CDA Credential has made a difference in her work and that she has grown professionally and personally.

Where does Tracy Nicole Rogers go from here? To college! She recently left her assistant teacher position in a day care center to attend Trinity College, where she will be majoring in psychology and early childhood education.

The accomplished teacher plans to eventually operate a center that specializes in special needs children.

NAEYC's Challenge

Continued from page 3

by surprise when the lawyer asked one last question --what name should be used for this organization?

However, almost without skipping a beat, we responded, the *Council for Early Childhood Professional Recognition.*

I'm convinced that the clarity and ease of this name identification was founded in the clarity of the vision that the Child Development Associate credential was but one application of the concept of recognizing competence in the practice of early childhood education.

It is heartening that at this anniversary juncture, the Council has achieved the stature and credibility that enables it to consider addressing some of the other needs in our field for professional recognition."

New Jersey

Essex County College Early Childhood Institute Holds On-site Training Program

The Essex County College Early Childhood Institute, trainers of the largest number of child care providers in the State of New Jersey, recently held their first on-site infant/toddler and preschool CDA professional training program.

The one-year, 15-credit program was conducted in partnership with Babyland Nursery, Inc., and New Community Corporation.

These 30 participants were awarded Certificates of Completion at a special award ceremony in June.

As a part of their training, CDA candidates, along with several early childhood education degree candidates from Essex County College participated in a one-day seminar on the learning environment. It was coordinated by Professor Margarita Roig, with the support of Dr. Gloria Freeman, Babyland III and New Community Training Corporation at Babyland Day Care Center.

The candidates were grouped by specialization, either infant/toddler or preschool (ages 3-5), and assigned to the outdoor environment and a classroom setting.

Participants spent the morning evaluating and assessing the environment according to the CDA standards.

After lunch, they went back to their assigned classrooms to re-arrange the environment to meet the CDA standards as much as possible, and to provide more creative arrangement. All participants came together at the end of the seminar to discuss their work.

Three of the participants were full-time care providers in charge of the room they were assigned to rearrange. They welcomed suggestions and appreciated assistance in reorganizing the room.

The 15 credits earned for the training may be used toward an Associate's Degree.

Essex County Awards Certificates of Completion

The Essex County College Early Childhood Institute in Newark, New Jersey, recently awarded 52 certificates of completion to child care providers who completed its CDA professional training program.

Forty-nine participants completed the 15-credit early childhood program that prepared them for CDA certification; three completed the 9-credit option. These credits may be articulated with a degree in early childhood.

The 52 graduates received training in *Early Childhood Practices, Child Development, Developmentally Appropriate Practices,* and *CDA Seminars.* In addition, they attended numerous workshops and conferences in *Guiding Children's Behavior, HIV Virus and the Preschooler, How to Enhance Your Portfolio,* and *Reggio Emilia.*

Graduates were from the following Centers: *Babyland Nursery, Inc., East Orange Board of Education Goodstart Program, Friendly Fuld Head Start Center, Just Us Kids Day Care, New Community Training, Newark Preschool Council, and independent centers.*

Has your address changed?
Let us know.
Keep *Competence* coming to your door.

Museum as a Resource, Head Start Parent Involvement Initiative, Explores Children's Creativity, Encourages Interaction

Turn your child's looking into seeing. This is the motto of *Museum as a Resource,* a parent involvement initiative of the National Head Start Association that is designed to model useful museum-based adult-child interactions for Head Start parents and teachers.

Using materials designed by Museum as a Resource, Head Start parents, teachers, and staff, and museum educators exchange information and adapt local programs to meet the needs of Head Start families.

Resources include museum collections, museum educators, exportable materials such as posters, postcards, videos and discovery boxes, and programs such as family days, teacher orientation sessions, and parent-child activities.

The purpose of *Museums as a Resource* is to bring out the creative spark in the adults who influence young children, and to help them nurture children's curiosity, creativity, and excitement about learning.

The program is in its second year of field testing in metropolitan (*Washington, DC*), urban (*Dayton, Ohio*), and rural (*Kearney, Nebraska*) settings.

In the Washington, DC area, five Head Start agencies work with museums such as: the National Gallery of Art, National Museum of Natural History, Corcoran Museum of Art, Freer and Sackler Galleries of Art, Hirshhorn Museum and Sculpture Garden, National Building Museum, Colvin Run Mill, and the Octagon, a historic house museum which was a temporary White House in the 1800's.

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Available Publications

How Was Your Day, Baby?, a child care journal, features pre-formatted journal pages that provide information to working parents about their baby. Contact author Melanie Goldish, at Tracer Publishing, (708) 776-7044.

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Start Your Own At-Home Child Care Business is a handy guide that walks prospective child care business owners through issues such as licensing, insurance and zoning information. It also includes advice on the best kinds of toys to buy, daily activities, craft recipes, no-cook baking ideas, and much more. Contact Mosby Lifeline Publishing at (800) 345-8738; or (410) 712-4424.

*Publication announcements do not constitute endorsements by the *Council for Early Childhood Professional Recognition*.

CDA Training Sessions to be Held at NAEYC Conference in Washington, DC
November 29 - December 2, 1995

Wednesday, November 29, 1995
CDA Rep Refresher
8:00 a.m. - 12:00 p.m.

Home Visitor CDA Rep Refresher
2:00 p.m. - 6:00 p.m.

Thursday, November 30, 1995
CDA Advisor Training
8:30 a.m. - 10:30 a.m.

CDA Update
11:00 a.m. - 1:00 p.m.

Friday, December 1, 1995
CDA Advisor Training
(Repeat of the November 30 training)
1:30 p.m. - 3:30 p.m.

Bound for Discovery is Theme for National Children's Book Week

Bound for Discovery is the theme for National Children's Book Week, November 13-19, 1995.

The Children's Book Council, which sponsors the annual observance, offers a variety of Book Week materials for different age groups, created by well-known authors and illustrators in the field of children's books.

This year's poster, a rendition of multicolored mice lounging on the ocean aboard rafts, lifesavers, and boats made out of books is available from the Children's Book Council. Contact them at (212) 966-1990 for this and other materials.

Museum as a Resource

Continued from page 7

In Dayton, Ohio, several centers of the Miami Valley Child Development Centers, Inc. work with such museums as the Dayton Art Institute, Dayton Museum of Natural History, and the Aullwood Audubon Center and Farm.

In Nebraska, the rural pilot is in the information exchange phase. It includes centers from the Mid-Nebraska Community Action Agency and the Hall County Head Start in collaboration with the Museum of Nebraska Art, Hastings Museum, and the Stuhr Museum of the Pioneer.

The *Museum as a Resource* process involves structured staff-to-staff information exchange, introductory Head Start staff and parent leadership workshops with museum educators and/or adult-first field trips, and an intensive series of six sessions to foster individual growth.

The series of sessions includes three adults-only and two family sessions, and conclude with a session designed by the "graduates" to introduce their friends, colleagues, and/or families to the museum.

For more information, please contact: Louise Wiener , Project Director, National Head Start Association, 1651 Prince Street, Alexandria, VA 22314.

COMPETENCE

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